



## St Ambrose Barlow Catholic Primary School

### Geography

## Statement of Intent, Implementation and Impact

*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.*

### **Intent**

Our intent, when teaching Geography, is to inspire in children a curiosity and fascination about the world and people within it. The intent of our Geography curriculum is to deliver a curriculum which is accessible to all; to maximise the outcomes for every child so that they know more, remember more and understand more. We aim to promote the children's interest, knowledge and understanding of diverse places, people, resources and natural and human environments. Together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want pupils to understand our earth provides us with all our needs today and our actions will influence its future survival.

We live in an interconnected world and geography helps to explain how we are connected. At St Ambrose Barlow, Laudato Si' is at the core of our learning to instil a sense of awe and wonder for the physical and human environments we live in. We aim to develop the children's love of the world around them through geography and inspire in pupils a curiosity and fascination for the planet and their place in it for many years to come. Helping to provoke and provide answers to questions about the natural and human aspects of the world.

Topics are informed by the national curriculum. Geography is an enquiry and investigative subject, which develops an understanding of concepts, knowledge and skills. Our Geography curriculum is broken down into areas of study for each topic with key questions relating to the POS aims in an Enquiry-based approach. The planning of learning always begins with the skills and knowledge that needs to be taught and enrichment opportunities to apply learning are carefully mapped. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our Geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography has a wide application to everyday life; teaching the children to enjoy learning about the world and to have a better understanding of how people live in different locations.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. As children progress through the school they understand how the human and physical features of a place shapes its location and can change over time. We want the children to develop geographical skills: collecting and analysing data, using maps, atlases, globes, aerial photographs and digital mapping to name, identify and locate countries, continents and oceans.

### **Implementation**

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. Skills, knowledge and discreet vocabulary progression are built on year by year and sequenced appropriately to maximise learning for all children. (See opportunities to Revisit Learning Cross-Year Links in Geography and History) Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, to become the very best version of themselves they can possibly be.

We build skills and knowledge to prepare pupils for subsequent learning throughout Key Stage One and Two and beyond. Geography teaching focuses on enabling children to think as geographers. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practice. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality. The curriculum is designed to build on the children's prior learning and to widen their knowledge of world from their immediate surroundings and locality to countries in Europe and in other continents.

Staff understand the curriculum and make clear links between geographical processes and concepts for example: Knowledge and skills attained in the Y2 Weather and Y4 Water topics enable pupils' greater understanding in Y6 – Coasts topic. Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in Geography lessons, other lessons and in the class book area. To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children will be asked to research geographical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in geography. Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Geography so children can apply and embed the skills they have learnt in a purposeful context. Knowledge walls and maps are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week, including knowledge quizzes. Cultural Capital: Children will learn about areas of significant geographical interest. In addition, they will learn about famous geographers such as William Morris Davis and the knowledge about physical geography that Sir David Attenborough has shared through his work.

Staff understand the principle that by attaching new knowledge to what you already know, it is easier to understand the new knowledge. (See opportunities to Revisit Learning Cross-Year Links in Geography and History) Cross curricular outcomes in geography are specifically planned. Links to History and other subject areas are also explored, with strong links between the Geography curriculum and literacy lessons enabling further contextual learning. Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in geography lessons, other lessons and in the class book area.

Teachers have good subject knowledge, presenting the subject clearly, promoting appropriate discussion, checking understanding, identifying misconceptions, providing clear feedback. Teachers create an environment that allows the learner to focus on learning. Adapting their teaching style as necessary. Resources reflect their ambitious intentions for the course of study. Staff understand the intent of the curriculum and therefore the implementation is very good.

We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

### **Impact**

The impact and measure of this is to ensure that children at St Ambrose Barlow are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The large majority of children will achieve age related expectations in Geography. We want the children to have thoroughly enjoyed learning in Geography, therefore encouraging them to undertake new life experiences now and in the future.

As geographers children will understand the relationships between human beings and the environment. We will have awakened our children's curiosity and instilled in them a sense of awe and wonder for the physical and human environment we live in. Thus, enabling pupils to be effective and responsible citizens in society. Gaining transferable skills which can be used across the curriculum and in life. Geography will also have given our children the tools to gain an understanding of international matters, global concerns and environmental matters which we can seek to resolve through a deepened understanding. Our children will understand that our earth provides us with all our needs today and our actions will influence its future survival.

Outcomes in Geography and literacy books, evidence a broad and balanced Geography curriculum and demonstrate the children's acquisition of identified key knowledge. Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Further information is gathered through pupil interviews, book trawls and drop in sessions by the coordinator. The coordinator highlights strengths, achievements and any improvements, knowledge and skills that still need to be embedded.